

Corporate Learning Course

LESSON PLAN

Cadet Programs

DURATION: 90 minutes

TEACHING METHOD: Lecture/Discussion/Case Study

REFERENCES: CAPR 50-16, CAP Cadet Training Program, CAPM 50-18, Cadet Physical Fitness Test Manual, CAPM 50-20, CAP Model Rocketry Program, CAPP 33-1, Cadet Recruiting and Orientation Pamphlet, **slide/transparencies summary (Instructor Guide page 102)**

TEACHING AIDS: Student guide, slide/transparencies presentation (available from director)

READING ASSIGNMENT: Student Reading, found in student guide

Lesson Objective:

Comprehend how the wing operates to carry out the Cadet Programs mission. (ref: CAPR 50-17, Chap 5, para 5-3a)

Behavioral Objectives:

1. Discuss the wing's involvement in the Cadet Program.
2. Discuss your wing's encampment OR your wing's strategies to get cadets to an encampment.
3. Describe how the wing manages and supports the Cadet Flight Orientation program. (ref: CAPR 50-16)
4. Discuss the wing's involvement with the CAP-USAF Flight Familiarization program, if any.
5. Describe how the wing chooses its representatives to the region Cadet Competition and Color Guard Competition. (ref: CAPR 50-16)
6. List the operations of the Cadet Advisory Council. (ref: CAPR 50-16)
7. Describe the wing's uniform chit program.
8. Explain how the wing assists in the training of Cadet Programs officers at the unit level.
9. List and describe the cadet special activities at wing, region, and national levels. (ref: CAPR 50-16)
10. Discuss joint activities with other youth organizations, if any.
11. Describe the CAP scholarship program at wing, region, and national levels. (ref: CAPR 50-16)
12. Describe the wing's program to promote cadet application to the USAF Academy Prep School. (ref: CAPR 50-16)
13. Describe the relationship between the wing Cadet Program and the Air Force Recruiting Service, and how squadrons can get more involved.
14. **Describe how the wing's Cadet Programs function interacts and benefits the two other primary CAP missions (Aerospace Education, Emergency Services).**

LESSON STRATEGY:

This segment should be presented by a qualified Cadet Programs Officer, preferably with wing experience. The purpose of this segment is to introduce the Cadet Program to the students as

performed at the wing level, the variety of initiatives administered at the wing level, and how the squadron efforts interact with wing level efforts.

The teaching outline provides an introduction, outline of the main points, and conclusion which should be adapted as required to meet the needs of a particular wing. The points outlined in bold face must be covered, and those in plain face may be covered if the instructor feels the points are pertinent to their wing or there is extra time. We recommend that the lesson be personalized by the presenter to reflect the unique characteristics of the wing.

The comments should be brief, while still meeting the learning objectives. Every effort should be made to accomplish at least one of the case studies during the segment, because the case studies will enable the students to apply the information they have learned in the lecture.

LESSON OUTLINE

MAIN POINTS

- I. Wing involvement in the Cadet Program
- II. Cadet Special Activities
- III. Miscellaneous
- IV. How the Cadet Programs function benefits and interacts with CAP's two other primary missions.

Case Studies

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TEACHING OUTLINE

Cadet Programs

Lesson Objective: Comnprehend how the wing operates to carry out the Cadet Program

ATTENTION: Since its inception in 1942, the Cadet Program has grown into one of the best youth programs in America, combining leadership training and aerospace appreciation with public service, receiving recognition both in America and abroad.

MOTIVATION: Cadets comprise a large portion of CAP membership; the national percentage is about 40%. In our wing, the percentage is about ____%. They work side by side with us on search and rescue missions and at the squadron, their program is interwoven into the total CAP program and has an extraordinary amount of individual initiatives designed not only to benefit cadet members, but CAP as a whole.

OVERVIEW: While the Cadet Program is mostly administered at the local level, the wing oversees the total quality of the program. In addition, many of the co-curricular and extra-curricular activities and benefits of the Cadet Program are administered at the wing level. What we will discuss over the next 90 minutes is how the wing administers the Cadet Program and talk about some of the larger cadet initiatives: some you already know about, while others will be new to you. When we finish, you will have a better understanding about how the Cadet Program fits into the wing as a mission element, and how your efforts at the local level contribute to the wing's overall success.

BODY

MP I. Wing involvement in the cadet program

- A. **Encampment administration** and recruiting strategy
- B. Academics
- C. Awards presentations
- D. **Cadet Flight Orientation program**
- E. CAP-USAF Flight Familiarization program
- F. **Cadet Competition and Color Guard Competition**
 - 1. **How the wing administers**
 - 2. **Assistance to units wishing to participate**
- G. **Cadet Advisory Council**
 - 1. **How administered**
 - 2. **Level of participation**
- H. **Uniform Chit program**
- I. Training of unit level officers

1. OJT
2. Training Leaders of Cadets (TLC) program
3. Mentoring

MP II. Cadet Special Activities**A. Brief Overview**

1. Wing
2. Region
3. National

B. Current application procedures**C. Input the wing has in the selection of cadets for national cadet activities****MP III. Miscellaneous Cadet Programs functions****A. Joint Activities**

1. JROTC
2. Boy/Girl Scouts
3. Explorer Scouts
4. Sea Cadets
5. Other

B. CAP Scholarships

1. Brief overview of categories
2. Application/selection

C. USAF Academy Prep School

1. Brief overview
2. Application/selection

D. Relationship between Cadet Programs and the USAF Recruiting Service**MP IV. How the Cadet Programs function benefits and interacts with CAP's two other primary missions****A. Aerospace Education**

1. Academic
2. Activities
3. Flight

B. Emergency Services

1. Air Operations
2. Ground Operations
3. Communications

4. Administration

Case Studies

Questions for facilitation

CONCLUSION

SUMMARY: The Cadet Program has a vast amount of opportunities for our youth. The wing cadet programs ensure that cadets benefit from as many opportunities as possible, while maintaining a high standard of quality. Cadet encampments, orientation flights, scholarships and other initiatives are particularly useful in stimulating cadet interest and exposing youth to opportunities inside and outside of CAP.

Cadet work in Emergency Services in particular is invaluable to CAP as it strives to meet the needs of the public, while it also teaches cadets the virtues of looking beyond oneself.

CLOSURE: We've just looked at CAP's three primary missions as applied and administered at the wing level. You have a better understanding of the wing's role and your unit's relationship. But the glue that holds these missions together are the support functions that take care of the paperwork, supply the resources, and provide the training for CAP members. These functions are bundled into the category called Mission Support, and the next series of discussions will describe those functions at the wing level, and give you an appreciation of exactly how much work goes into performing our primary missions.

Lesson Objective: Explain how the wing operates to carry out the Emergency Services mission.

Behavioral Objectives: Drug Demand Reduction (25 minutes)

1. Define Drug Demand Reduction.
2. Identify DDR coordinator and staff, if applicable.
3. Define which squadrons can participate and under what conditions.
4. Discuss wing DDR activities.
5. Define how squadrons can support the DDR effort for their sponsoring military installation.

Teaching Outline

MP I. Definition

MP II. DDR staff

- A. Wing
- B. Region

MP III. Conditions for participation

- A. Eligible squadrons
- B. Eligible support
- C. Eligible uses of DDR funds

MP IV. Wing DDR activities

MP V. Supporting local military installations through DDR

Wing programs

Lesson Objective: Explain how the wing operates to carry out the Emergency Services mission.

Behavioral Objectives: AFROTC/CAP Initiative (25 minutes)

1. Discuss your wing's AFROTC/CAP Initiative program, if applicable. (ref: AFROTC/CAP Initiative Joint Operating Instructions)
2. Discuss how CAP units can take part in this program in flying and non-flying capacities.
3. Discuss the effectiveness of the wing program.

Teaching Outline

MP I. Overview

- A. Philosophy
- B. Wing involvement
- C. CAP point of contact

MP II. How squadrons participate

- A. Flying
- B. Non-flying

MP III. Wing's effectiveness

- A. Participation of ROTC cadets
- B. Retention
- C. Non-flying ROTC participation in CAP activities

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CASE STUDIES

Cadet Programs Study #1

CASE STUDY OBJECTIVE: enable the students to apply the information learned from the Cadet Programs segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objective 1.

CASE STUDY:

As the Director of Cadet Programs for the wing, you are responsible not only for the coordination of wing activities pertaining to cadets, but also for ensuring the quality of the cadet achievement program. One night during the wing meeting, the wing chaplain comes to see you.

He tells you that he's worried about how the moral leadership program is being administered at the squadron level. In his visits to units and conversations with cadets around the wing, he tells of many instances of "pencil whipping" the moral leadership requirement.

He also tells you that of the 16 squadrons in the wing, there are only seven squadron chaplains. Two other squadrons have Moral Leadership Officers (MLOs), but he's just getting the program started in his wing. The chaplain continues by saying that he knows its his responsibility to provide chaplain services to the wing units, and that there aren't enough chaplains is contributing to the problem. He's working with the region and the Air Force to recruit more chaplains. But he also says that moral leadership discussions do not need to be conducted by a chaplain or MLO.

He asks for your thoughts.

Cadet Programs Study #1**Questions for Facilitation:**

1. Do you think this is your problem? What is the problem?

It involves the cadets and the administration of the squadron, so it should be partially your problem. It's a good example of how mission support activities impact the mission elements on a day to day basis.

The problem is two-fold in that moral leadership is not being accomplished IAW CAP directives. The second problem is the lack of understanding of the program and resources available.

2. What are the core values implications of this scenario?
 - a. for the wing
 - b. for the squadron
 - c. for the cadets involved

Answers vary.

3. Is the lack of chaplains and MLOs your problem?

Practically, no - it is the Chaplain's responsibility to recruit and train chaplains and MLOs. Does it affect you? Yes! It reduces the number of experienced people to run the discussions. As a rule, you don't need a chaplain or MLO to have a moral leadership program, only people, materials, and topics.

4. What can you do to increase the visibility of the moral leadership program?

Market your policies, show your support in the wing newsletter, write to the squadrons. Make it an item of interest in your squadron evaluations and SAVs, and work to support chaplain efforts. Get the wing commander involved. Most of all, educate the squadrons about the moral leadership program.

5. Whose support can you enlist in this effort?

Enlist the wing commander, chaplains, and friendly commanders. Enlist support from the wing CAC also - the cadets can build support from within the squadrons.

6. Instructor's questions.

Corporate Learning Course**CASE STUDIES****Cadet Programs Study #2**

CASE STUDY OBJECTIVE: enable the students to apply the information learned from the Cadet Programs segment and reach a workable solution to the case presented.

INSTRUCTOR NOTE: In completing the case study students will provide samples of behavior which show comprehension of Developmental Objective 6.

CASE STUDY:

As the wing commander, you have the services of many committees to advise you on wing matters. One of those committees is the wing's Cadet Advisory Council. They recommend to you that a special scholarship program be instituted to assist cadets in going to special activities or receive flight training. The CAC has also expressed their desire to assist in drawing up criteria for eligibility, selection, and board membership.

You tell them that you like the idea, but much must be done before it will be a reality. How will address the cadets' desire for scholarships?

Cadet Programs Study #2

Questions for Facilitation:

1. What is the issue?

Whether to start a wing level scholarship program for special activities and flight programs.

FUQ: Why? (Answer is tailored to fit a discussion related to the wing's present position.)

2. What will the eligibility and selection criteria be?

Answer varies. Look for selection of minimum participation in the program, school grades, recommendations from teachers and commanders, demonstrated financial need, etc.

3. Who should be on the selection board?

Answer varies. Look for participation from: the wing command staff, CP, CAC chair, group and/or squadron commanders, the LO, parents, etc.

4. How much money will this require?

That would depend on the need and scope of the program.

5. What would your awards consist of, and for what categories?

Answer varies.

6. How will the wing come up with the money?

Suggested answers would include: trusts, private donations, pursuit of flight scholarship money from HQ CAP, wing dues, fundraising from local businesses, etc.

7. Who do you need to work with to make this scholarship program a success?

Answer varies - wing staff, units, parents, CAC, region staff, activities selection board, cadets themselves, etc.

FUQ: Why?

Answer varies.

8. How will you ensure that only cadets who need the money will get it? Should this even be a consideration in deciding who should get the scholarships?

Answer varies depending on whether the program is merit or need based.

FUQ: Why?

Answer varies.

9. Instructor's questions.